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ABSTRACT

This document contains a competency-based, common-core curriculum for students enrolled in the second year of criminal justice education in Arizona community colleges. It was developed to go beyond the "Competency-Based, Common-Core Curriculum for Criminal Justice Education" (see note) developed in 1978-79. Three career options--Law Enforcement, Corrections, and Evidence Identification Technology--are contained in this curriculum. Each common-core course is divided into instructional modules, and each module contains lists of the minimal competencies that should be mastered by the student before he or she progresses to the next module in the sequence. (Although the competencies represent the minimal concepts that are basic to the scope of the course, they do not represent the entire content for the course.) (KC)

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INTRODUCTION

Career Programs in Criminal Justice Education

The "Competency-Based, Common-Core Curriculum for Criminal Justice Education" developed during 1978-1979 made a significant impact on Criminal Justice Education at the community college level. However, during the statewide dissemination of this curriculum to criminal justice agencies and educational institutions, it became evident that there was a need for further curriculum development. While the previously developed competency-based, common-core curriculum satisfied the needs of first-year community college students, a similar curriculum was suggested for the second-year career options of Law Enforcement, Corrections, and Evidence Identification Technology.

To meet this newly identified need, the Associate Director for Educational Services of the State Board of Directors for Community Colleges of Arizona designed a grant proposal to "Develop a Competency-Based, Common-Core Curriculum for Career Options in Criminal Justice Education." The Presidents' Council recognized the importance of this project and recommended that it be submitted to the Arizona Department of Education, and the State Board of Directors for Community Colleges approved this action. The proposal was submitted and a grant awarded by the Arizona Department of Education's Research Coordinating Unit for "A Revised Curriculum for Criminal Justice Career Programs." The project starting date was January 2, 1980.

The objectives of this project include:

1. The development of inventories of competencies and skills for existing community college career programs in Arizona that satisfy the needs of criminal justice education students. These competency-based,

common-core curricula are to be an addendum to the previously developed "Competency-Based, Common-Core Curriculum for Criminal Justice Education."

2. A competency-based, common-core curricula for the following career options: Law Enforcement, Corrections, Evidence Identification Technology.

To this end, the following common-core curricula were identified by an Advisory Council composed of experts in Criminal Justice Education:

Law Enforcement

Police Patrol

Traffic Law and Control

Constitutional Law

Criminal Investigations I

Community Relations

Corrections

Juvenile Justice Procedures

Corrections as a System

Detention Supervision Methods

Correctional Administration

Treatment of the Offender: Institutional and Field

Field Experience

Evidence Identification Technology

Criminal Investigations I

Criminal Investigations II

Criminalistics I

Criminalistics II

Evidence Technology I

Evidence Technology II

Each course identified as common-core was evaluated to determine the minimum competencies that were "universal" to the nature of the course and was correlated to reflect current Arizona and federal statutes. It should be noted that the inventories of minimal competencies identified should not be construed as representing the entire content for each course. Any competencies not included were simply not identified as "universal." Such competencies varied in importance according to instructor preferences, student needs, and/or the geographic location of the community college.

Each common-core course has been divided into modules of instruction. Within each module the minimal competencies listed are those which should be mastered by the student before he/she progresses to the next module in the sequence. The Advisory Council for Criminal Justice Education strongly recommends the establishment of the competencies identified here as minimal standards for career options in Criminal Justice Education at the community college level. While these standards will not, in themselves, ensure that all students will achieve the required levels of competency, such standards will ensure student mastery of at least the minimal competencies as each common-core course is completed.

The achievement of this project's objectives would not have been possible without the many hours of dedicated committee time expended by the Criminal Justice Education Advisory Council. The project staff expresses sincere gratitude for their splendid cooperation, valuable suggestions, and final validation.

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LAW ENFORCEMENT MAJORS

The following common-core curriculum is recommended for those students who wish to major in Law Enforcement and who have successfully completed the freshman common-core curriculum.

Police Patrol Procedures

Traffic Law and Control

Constitutional Law

Criminal Investigations I

Community Relations

POLICE PATROL PROCEDURES

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. Introduction to Patrol 1
2. Routine Patrol Procedures. 1
3. Communications Procedures. 2
4. Observation and Perception 3
5. Reporting and Records Utilization. 3
6. Field Interviews 6
7. Crimes in Progress 6
8. Preliminary Investigations by Patrol 6
9. Tactics and Techniques 7
10. Special Patrol Problems. 8
11. Crowd Control and Riot Prevention Tactics. 8
12. Community Interaction. 9

Police Patrol Procedures

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Introduction to Patrol - After completing this module, the student will be able to:

   1.1 Describe the objectives of police patrol

   1.2 Describe the activities of the Patrol Division, to include:

      1.2.1 Routine patrol and observation

      1.2.2 Preventive attendance at public gatherings

      1.2.3 Benevolent and community services

      1.2.4 Building and property security

      1.2.5 Inspection service

      1.2.6 Responding to calls for assistance

      1.2.7 Animal control

      1.2.8 Traffic direction and control

      1.2.9 Developing contacts

      1.2.10 Preliminary investigations

      1.2.11 Collection and preservation of evidence

      1.2.12 Arrest of offenders

      1.2.13 Testifying in court

   1.3 Describe distribution of the Patrol Force, to include:

      1.3.1 Foot patrol

      1.3.2 Automobile patrol

   1.4 Identify operational guidelines for discretionary decision making

2. Routine Patrol Procedures - After completing this module, the student will be able to:

2.1 Describe the preparation for patrol, to include:

2.1.1 Pre-patrol preparation

2.1.2 In-field preparation

2.1.3 Vehicle inspection

2.1.4 District orientation tour

2.2 Describe patrol tactics, to include:

2.2.1 Foot patrol tactics

2.2.2 Vehicle patrol tactics

2.2.3 Patrol driving

2.3 Define district responsibility

2.4 Describe the types of inspections conducted by patrol officers

2.5 Define and describe patrol hazards

2.6 Define and describe surveillance and stake-outs, to include:

2.6.1 Objectives of a surveillance

2.6.2 Preparation for surveillance

2.6.3 Basic guidelines for a stake-out

3. Communications Procedures - After completing this module, the student will be able to:

3.1 Define and describe intra- and interdepartmental communications

3.2 Identify the basic guidelines behind the use of communications media, to include:

3.2.1 Whistles and night sticks

3.2.2 Recall signal devices

3.2.3 Telephone

3.2.4 Police radio

3.3 Identify the basic guidelines for radio operation, to include:

3.3.1 Operating laws and regulations

3.3.2 Microphone technique

3.3.3 Broadcast procedures

3.3.4 Station broadcasting

3.3.5 General broadcasting rules

4. Observation and Perception - After completing this module, the student will be able to:

4.1 Identify the basic requirements of a witness

4.2 Identify and describe the factors to be taken into consideration when determining the perceptive faculties of a witness, to include:

4.2.1 External factors

4.2.2 Internal factors

4.3 Identify the guidelines used in the proper identification of a suspect by a witness

4.4 Describe the standard formula for describing property

4.5 Identify the order used in listing items in a report

4.6 Identify the detailed descriptions of commonly stolen items

5. Reporting and Records Utilization - After completing this module, the student will be able to:

5.1 Identify and describe the process used in note taking, to include:

5.1.1 When to take notes

5.1.2 The value of field notes

5.1.3 What to record

5.1.4 The format to be used

5.1.5 Techniques used in note taking

5.2 Identify and describe the process used in report writing

5.2.1 The purpose of writing a report

5.2.1.1 To communicate important information to a client supervisor, prosecuting attorney, or other appropriate person

5.2.1.2 To provide a permanent record

5.2.1.3 To provide guidance in the preparation of conduct of litigation

5.2.2 General characteristics of a police report

5.2.2.1 Detailed and complete

5.2.2.2 Clear and concise

5.2.2.3 Flexible (not standardized) so sections can be added or deleted as necessary

5.2.3 Identify the purposes for the use of police reports, to include:

5.2.3.1 Allocation of resources

5.2.3.2 Policy changes

5.2.3.3 Investigative source

5.3 Identify and describe various types of police reports, to include:

5.3.1 Miscellaneous incident report

5.3.2 Arrest report

5.3.3 Crime report

5.3.4 Hit-and-run report

5.3.5 Missing persons report

5.3.6 Stolen vehicle report

5.4 The contents of a police report, to include:

5.4.1 Part I - Synopsis

5.4.1.1 Date written

5.4.1.2 Title and organization of the individual writing the report

5.4.1.3 Names, addresses, telephone numbers, titles and any other identifying details of all participating members of the investigation team

5.4.1.4 A list of the individuals interviewed with an indication of signed and witnessed statements

5.4.1.5 Time period covered by the incident investigation

5.4.2 Part II - Details of Investigation

5.4.2.1 Summary of the details of the investigation, to include:

5.4.2.1.1 Time, date, locality of the incident

5.4.2.1.2 Nature of the incident

5.4.2.1.3 Circumstances of the incident

5.4.2.1.4 Time and duration of the investigation

5.4.2.2 Details of the investigation, to include:

5.4.2.2.1 A complete account of the investigative procedures used and their results in chronological order

5.4.3 Part III - Supplements

5.4.3.1 Signed and witnessed statements

5.4.3.2 Photographs

5.4.3.3 Records, correspondence, supplemental reports, etc.

5.4.4 Other (if applicable)

5.4.4.1 Status of the investigation

5.4.4.2 Additional investigation work to be done

5.4.4.3 Conclusions or recommendations, if appropriate and on separate memo

5.4.5 Using "mock" classroom scenarios of various types of crimes, the student will demonstrate a working knowledge of investigative report writing and interviewing

5.5 Describe the various uses of police records and files, to include:

5.5.1 The master index

5.5.2 Report files

5.5.3 The crime file

5.5.4 Serial number file

5.5.5 Stolen object file

5.5.6 Pawned object file

5.5.7 Location file

6. Field Interviews - After completing this module, the student will be able to:

6.1 Identify the objectives of field interviews

6.2 Define the legality of the field interview

6.3 Identify when to conduct a field interview

6.4 Identify the procedures used in a field interview, to include:

6.4.1 How to determine the location for a field interview

6.4.2 The approach on foot

6.4.3 The approach by automobile

6.4.4 Making the auto stop

6.4.5 The approach

6.5 Describe the constitutional guidelines behind the interviewing of a suspect

6.6 Describe the act of interviewing

6.7 Identify the objectives of the interview

7. Crimes in Progress - After completing this module, the student will be able to:

7.1 Describe in-progress communications procedures

7.2 Identify the factors that influence a field unit response

7.3 Identify the police tactics used by type of crimes, to include:

7.3.1 Robbery in progress

7.3.2 Burglary in progress

7.4 Describe the process of general coordination and search

7.5 Describe the methods of cover and search, to include:

7.5.1 Foot search

7.5.2 Spot cover

7.5.3 Quadrant

8. Preliminary Investigations by Patrol - After completing this module, the student

will be able to:

8.1 Identify the preliminary steps to an investigation

8.2 Identify the steps involved in an investigation, to include;

8.2.1 Interviewing witnesses

8.2.2 Noting first impressions

8.2.3 Collecting and preserving evidence

8.3 Identify types of evidence, to include:

8.3.1 Fingerprints

8.3.2 Foot prints and tire prints

8.3.3 Tool marks

8.3.4 Other evidence

8.4 Describe the process used in marking evidence

8.5 Identify the guidelines used when processing evidence

9. Tactics and Techniques - After completing this module, the student will be able to:

9.1 Identify the tactics and techniques used by police in responding to various situations, to include:

9.1.1 Aircraft crashes

9.1.2 Alcoholic beverage control investigation and enforcement

9.1.3 Bombs and bomb threats

9.1.4 Civil and domestic disputes

9.1.5 Dead body calls

9.1.6 Intoxication cases

9.1.7 Lost child

9.1.8 Mentally and emotionally disturbed individuals

9.1.9 Missing persons

9.1.10 Nuisances

9.1.11 Parades and special events

9.1.12 Routine police services

9.1.13 Family and marriage counseling

9.1.14 Money escorts

9.1.15 Towing vehicles from private property

9.1.16 Handling animal calls

9.1.17 Strike duty

9.1.18 Suicides and attempted suicides

10. Special Patrol Problems - After completing this module, the student will be able to:

10.1 Identify the guidelines governing the use of firearms

10.2 Identify the guidelines governing pursuit and emergency driving

10.3 Identify arrest techniques

10.4 Identify the techniques used by police when approaching suspects in a vehicle

10.5 Identify the techniques used in removing occupants from a car

10.6 Identify the techniques used in various searches, to include:

10.6.1 Women in custody

10.6.2 Vehicle searches

10.7 Identify the techniques used in prisoner control and transportation

10.8 Identify the steps and techniques used by officers in disaster control

11. Crowd Control and Riot Prevention Tactics - After completing this module, the student will be able to:

11.1 Identify the warning signals that preceed a civil disturbance

11.2 Define the police purpose and identify the objectives of the police in controlling an unlawful assembly

11.3 Identify the psychological considerations involved in crowd control

11.4 Identify the stages involved in the formation of a mob

11.5 Identify the procedures used in handling an unlawful assembly

11.6 Identify some special problems involved in controlling an unlawful assembly,

to include:

11.6.1 Snipers

11.6.2 Arsonists

11.6.3 Looters

11.6.4 Riot

12. Community Interaction - After completing this module, the student will be able to:

12.1 Define and describe the officer as an individual and his relationship to the community

12.2 Identify police department community relations activities

TRAFFIC LAW AND CONTROL

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. Enforcement Tactics. 1
2. The Traffic Stop: Psychological Considerations. 1
3. Traffic Direction. 1
4. Traffic Laws 1
5. Accident Investigation 2
6. Special Accident Investigation Problems. 2

Traffic Law and Control

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Enforcement Tactics - After completing this module, the student will be able to:
   - 1.1 Identify the objectives of traffic patrol
   - 1.2 Identify the techniques used in traffic patrol, to include:
     - 1.2.1 Visible enforcement
     - 1.2.2 High speed pursuit driving
   - 1.3 Identify the importance of traffic theft investigations
2. The Traffic Stop: Psychological Considerations - After completing this module, the student will be able to:
   - 2.1 Identify the importance of the traffic stop
   - 2.2 Define the traffic stop, to include the three stages:
     - 2.2.1 Pre-interactional
     - 2.2.2 Interaction
     - 2.2.3 Aftermath
3. Traffic Direction - After completing this module, the student will be able to:
   - 3.1 Identify signals and gestures used in traffic direction
   - 3.2 Identify the tactics used in intersection control
   - 3.3 Describe the types of flare patterns
4. Traffic Laws - After completing this module, the student will be able to:
   - 4.1 Identify various traffic laws and their interpretations, to include:
     - 4.1.1 Components of the traffic environment subject to traffic regulations
     - 4.1.2 Components of the highway system subject to traffic regulations
     - 4.1.3 Traffic environmental controls

4.2 Arizona Vehicle Code (Title 28)

4.2.1 Motor Vehicle Registration

4.2.2 Issuance/Expiration of Driver's License

4.2.3 Vehicular accidents

4.2.4 Driving while intoxicated; reckless driving

4.2.5 Speed restrictions

4.2.6 Rules of the road (28-700,28-800)

4.2.7 Vehicle equipment

5. Accident Investigation - After completing this module, the student will be able to:

5.1 Identify the procedural steps involved in accident investigation

6. Special Accident Investigation Problems - After completing this module, the student will be able to:

6.1 Identify various special accident investigation problems, to include:

6.1.1 Hit-and-run

6.1.2 Hit-and-run felony

6.1.3 Felony drunk driving

6.1.4 Misdemeanor drunk driving

6.1.5 Narcotic driving

6.1.6 Non-narcotic drugs and driving

6.1.7 Vehicle searches

CONSTITUTIONAL LAW

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. Historical Background of the Constitution. 1
2. Rights Provided by the First Amendment 1
3. Rights Provided by the Fourth Amendment. 2
4. Rights Provided by the Fifth and Sixth Amendments. 4
5. Civil Process. 6
6. Civil Rights Act (Section 1983). 6

Constitutional Law

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Historical Background of the Constitution - After completing this module, the student will be able to describe:
   - 1.1 The historical influences leading up to drafting of the Constitution of the United States, to include:
     - 1.1.1 Colonial grievences leading to the Revolution
     - 1.1.2 Problems and concerns under the Articles of Confederation
   - 1.2 Ratification of the U.S. Constitution, to include:
     - 1.2.1 Philosophical concerns at the Constitutional Convention
     - 1.2.2 Structure and general principles of the Constitution, to include:
       - 1.2.2.1 Article I through Article VII
     - 1.2.3 Ratification procedures and challenges to the proposed new Constitution
   - 1.3 General provisions of the Bill of Rights, to include:
     - 1.3.1 Reasons why a Bill of Rights was considered necessary
     - 1.3.2 General overview of Amendments I through X
2. Rights Provided by the First Amendment - After completing this module, the student will be able to describe:
   - 2.1 The range of endeavors included within free speach, to include:
     - 2.1.1 Rights of Free Expression
     - 2.1.2 Limitations on Free Expression
   - 2.2 The rights and limitations on Freedom of the Press
   - 2.3 The rights and limitations on Freedom of Assembly

3. Rights Provided by the Fourth Amendment - After completing this module, the student will be able to describe:

3.1 Law Enforcement Arrest Authority, to include:

3.1.1 "Arrest" defined

3.1.2 Elements necessary to constitute an arrest (i.e. authority, intent, seizure)

3.1.3 Powers of Arrest (i.e. use of force, search, seizure)

3.1.4 Arrest under the authority of a warrant, to include:

3.1.4.1 Constitutional requirements of a warrant

3.1.4.2 State requirements regarding execution of warrants

3.1.5 Arrest without a warrant, to include:

3.1.5.1 Constitutional requirement of Probably Cause

3.1.5.2 Differences between felony and misdemeanor arrests

3.1.6 Use of citations

3.2 Degrees of Proof required in gathering evidence, to include:

3.2.1 Definition and legal significance of "mere suspicion"

3.2.2 Definition and legal significance of "reasonable suspicion"

3.2.3 Definition and legal significance of "probably cause"

3.2.4 Definition and legal significance of "preponderance of evidence"

3.2.5 Definition and legal significance of "beyond reasonable doubt"

3.3 Police Entry into Private Premises, to include:

3.3.1 Definition of the privacy test

3.3.2 Identifying situations which grant police authority to enter private premises (i.e. consent, arrest warrant, hot pursuit)

3.3.3 Identify the general rules for gaining entry (i.e. knock and notice requirements)

3.3.4 Identify the reational behind the "knock and notice" rule and indicate exceptions to that procedure

3.4 Police Search and Seizure authority, to include:

3.4.1 Categories of items subject to seizure (i.e. contraband, fruits of the crime, instrumentalities, weapons, mere evidence)

3.4.2 Exigent circumstances

3.4.3 Incident to a lawful arrest, to include:

3.4.3.1 The time element of the search (i.e. contemporaneous with the arrest)

3.4.3.2 Scope of the search (i.e. "wing span rule")

3.4.3.3 Chimel vs. California court case

3.4.4 Vehicle searches

3.4.5 Temporary detention situations, to include:

3.4.5.1 Legal justification for temporary detention (i.e. reasonable suspicion)

3.4.5.2 Investigative powers of the police (i.e. power to stop, detain, question, frisk)

3.4.5.3 Definition, justification and procedures of a frisk

3.4.5.4 Terry vs. Ohio court case

3.4.6 Consent searches, to include:

3.4.6.1 Key elements of a legal consent (i.e. intelligently given, free and voluntary, clear and explicit, and authority to consent)

3.4.7 Search by warrant, to include:

3.4.7.1 Constitutional requirements of a warrant

3.4.7.2 State requirements regarding execution of warrants

3.4.8 Lawful inspections, to include:

3.4.8.1 Rationale behind the inspection authority

3.4.8.2 Specific inspection situations (i.e. college dorms, probationers, customs)

3.4.9 Plain View Seizures

3.5 Wiretapping and eavesdropping, to include:

3.5.1 Historical development of law regarding

3.5.2 Legal requirements for authorization and use of wiretaps and other means of electronic surveillance

3.5.3 Related cases: Katz vs. U.S., 1967

4. Rights Provided by the Fifth and Sixth Amendments - After completing this module, the student will be able to describe:

4.1 Due Process by Law, to include:

4.1.1 Constitutional provisions (i.e. 5th and 14th amendments)

4.1.2 Due Process defined

4.1.3 Key elements of due process (i.e. notice of charges, right to counsel, self-incrimination protection, right to a hearing, right to call witnesses, to confront accusors, etc.)

4.1.4 Application of the Exclusionary Rule, to include:

4.1.4.1 Exclusionary Rule defined

4.1.4.2 Rationale for the Exclusionary Rule

4.1.4.3 Historical development of the rule (i.e. Silver Platte Doctrine)

4.1.4.4 Key cases (i.e. Weeks vs. U.S., Mapp vs. Ohio)

4.1.4.5 Fruit of the Poisonous Tree Doctrine

4.2 Right to remain silent, to include:

4.2.1 Scope of the self-incrimination protection (i.e. fingerprinting blood samples, use of voice for identification, oral statements and handwriting exemplars

4.2.2 Claiming and waiving the privilege

4.2.3 The Miranda Warning provisions relating to self-incrimination

4.2.4 Exceptions to Miranda Warning Requirement (i.e. voluntary statements, investigative vs. accusatory questioning)

4.2.5 Related cases (i.e. Miranda vs. Arizona, 1966)

4.3 Right to counsel, to include:

4.3.1 Constitutional provisions (i.e. 6th amendment)

4.3.2 Development of this Right through Court decisions to include the related cases of:

4.3.2.1 Powell vs. Alabama

4.3.2.2 Gideon vs. Wainwright

4.3.2.3 Miranda vs. Arizona

4.3.2.4 Argersinger vs. Hamlin

4.3.3 Claiming and waiving the right

4.3.4 The free and voluntary rule and factors to consider in determining voluntariness

4.3.5 Critical stages where right to counsel is required

4.4 Rights and protections involving eye witness identification, to include:

4.4.1 The issue of "suggestiveness" of police procedures

4.4.2 The police line-up

4.5 The Double Jeopardy protection, to include:

4.5.1 Double jeopardy defined

4.5.2 Constitutional policies underlying the double jeopardy restriction (i.e. definition of "agencies," collateral estoppel)

4.5.3 Exceptions to the Double Jeopardy protection (i.e. hung jury, retrial following appeal, etc.)

4.6 Fair and Speedy Trail, to include:

4.6.1 The right to a jury trail

4.6.2 Time elements in bringing to trial

4.6.3 Gag Orders and the free press vs. fair trial debate

5. Civil Process - After completing this module, the student will be able to:

5.1 Define the term summons and explain differences from a warrant

5.2 Define the term subpoena

5.3 Discuss and give examples of how a summons and a subpoena are used

6. Civil Rights Act (Section 1983) - After completing this module, the student will be able to:

6.1 Define the purpose of this act

6.2 Describe the areas of coverage, to include:

6.2.1 Impact

6.2.2 Limits of liability

EVIDENCE IDENTIFICATION TECHNOLOGY MAJORS

The following common-core curriculum is recommended for those students who wish to major in Evidence Identification Technology and who have successfully completed the freshman common-core curriculum.

Criminal Investigations I

Criminal Investigations II

Criminalistics I

Criminalistics II

Evidence Technology I

Evidence Technology II

CRIMINAL INVESTIGATIONS I

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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10. Admissions, Confessions, and Written Statements. 6
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12. Informants. 7
13. Tracing Sources of Information. 7
14. Surveillance. 7
15. Undercover Assignments. 8
16. The Crime Laboratory. 8

Criminal Investigations I

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Methods of Investigation - After completing this module, the student will be able to describe (the):
   - 1.1 Nature of investigation
   - 1.2 Instrumentation and methods of detection
   - 1.3 Phases of an investigations
   - 1.4 Identification of criminals by:
     - 1.4.1 Confession
     - 1.4.2 Eyewitnesses
     - 1.4.3 Circumstantial evidence
   - 1.5 Tracing and locating the criminal
   - 1.6 Proving guilt
   - 1.7 Corpus delecti
2. The Investigative Notebook - After completing this module, the student will be able to describe the functions of an investigative notebook:
   - 2.1 Purpose of a notebook
   - 2.2 Materials
3. Report Writing - After completing this module, the student will be able to describe:
   - 3.1 The purpose of writing a report
     - 3.1.1 To communicate important information of the investigation to a client supervisor, prosecuting attorney, or other appropriate persons
     - 3.1.2 To provide a permanent record

3.1.3 To provide guidance in the preparation or conduct of litigation

3.2 General characteristics of a report

3.2.1 Detailed and complete

3.2.2 Clear and concise

3.2.3 Flexible (not standardized) so sections can be added or deleted as necessary

3.3 The contents of an investigative report, to include:

3.3.1 Part I - Synopsis

3.3.1.1 Date written

3.3.1.2 Title and organization of the investigator writing the report

3.3.1.3 Names, addresses, telephone numbers, titles and any other identifying details of all participating members of the investigation team

3.3.1.4 A list of the individuals interviewed with an indication of signed and witnessed statements

3.3.1.5 Time period covered by the investigation

3.3.1.6 Status of the investigation, i.e., closed, postponed for a definite or indefinite period, interrupted

3.3.2 Part II - Details of Investigation

3.3.2.1 Summary of the details of the investigation, to include:

3.3.2.1.1 Time, date, locality of the crime

3.3.2.1.2 Nature of the crime

3.3.2.1.3 Circumstances of the crime

3.3.2.1.4 Time and duration of the investigation

3.3.2.2 Details of the investigation, to include:

3.3.2.2.1 A complete account of the investigative procedures used and their results in chron-

ological order.

3.3.3 Part III - Supplements

3.3.3.1 Signed and witnessed statements

3.3.3.2 Photographs

3.3.3.3 Records, correspondence, supplemental reports, such as:

3.3.3.3.1 Tax records

3.3.3.3.2 Laboratory reports

3.3.4 Other (if applicable)

3.3.4.1 Status of the investigation

3.3.4.2 Additional investigation work to be done

3.3.4.3 Conclusions or recommendations, if appropriate and on separate memo

3.4 Using "mock" classroom scenarios of various types of crimes, the student will demonstrate a working knowledge of investigative report writing and interviewing

3.5 Station Broadcasting

3.5.1 Broadcast procedures

3.5.2 General broadcasting rules

4. Crime Scene Search - After completing this module, the student will be able to describe the correct procedures for a crime scene search:

4.1 General procedures

4.2 Preliminary procedure

4.3 Assignment of duties

4.4 The survey

4.5 The search, definition

4.6 Mechanics of a search:

4.6.1 Strip method

4.6.2 Spiral method

4.6.3 Zone method

4.6.4 Wheel method

4.7 Precautions/protecting the crime scene

4.8 Evaluations and identification of the type of crime involved

4.9 Reconstructing the crime

4.9.1 Physical reconstruction

4.9.2 Mental reconstruction

4.10 Equipment needed for:

4.10.1 Searching

4.10.2 Sketching and diagram preparation

4.10.3 Collection of evidence

4.10.4 Preservation of evidence

5. Photographing the Crime Scene - After completing this module, the student will be able to describe and demonstrate the correct procedures:

5.1 General use of photography

5.2 Evidence rules that relate to photography

5.3 Photographing the crime scene

5.4 Selection of a point of view

5.5 "Posed" photographs and markers

6. Crime Scene Sketch - After completing this module, the student will be able to describe and demonstrate the proper use of sketches:

6.1 Elements of sketching

6.2 Projection

6.3 Surveying methods

7. Care of Evidence - After completing this module, the student will be able to describe and demonstrate a knowledge of:

7.1 Kinds of evidence

7.2 Evaluation of physical evidence

7.3 Procedures to be used

7.4 Chain of custody

7.5 Protection and preservation of physical evidence

7.6 Use of preservatives

7.7 Collection of samples

7.8 Proper identification of samples

7.9 Transmission of samples

8. Obtaining Information by Interviews - After completing this module, the student will be able to describe the importance of interviews:

8.1 Definitions of information

8.2 Importance of interviews

8.3 Qualifications of the interviewer

8.4 Place and time of interviews

8.5 Background interviews

8.5.1 Background data

8.5.2 Credit check

8.6 Criminal cases

8.6.1 Preparation

8.6.2 Warm-up

8.6.3 Questioning techniques

8.6.4 Use of interpretors

8.7 Techniques for controlling digressions

8.8 Types of interviews

8.9 Proper use of a notebook

9. Obtaining Information by Interrogations - After completing this module, the student will be able to describe the correct methods to be used when conducting an interrogation:

9.1 Fundamental rules to follow

9.2 Legal consideration and Supreme Court guidelines

9.3 Terms

9.3.1 Interrogations

9.3.2 Witness

9.3.3 Suspect

9.3.4 Subject

9.4 Purpose of interrogations

9.5 Qualifications and traits of the interrogator

9.6 Conduct of the interrogator

9.7 The interrogating room

9.8 Selection of technique and approach

9.9 Detection of deception

9.10 Psychological stress evaluation

10. Admissions, Confessions, and Written Statements - After completing this module, the student will be able to describe the differences between admissions, confessions, and written statements:

10.1 Relative importance and purpose

10.2 Demonstrating voluntariness

10.3 Reducing statements to writing

10.4 Content of statements

10.5 Methods of taking statements

10.6 Form for statements

10.7 Witnesses to a confession

10.8 Statement forms

10.9 Admissibility of confessions

10.10 Forms of duress and coercion

10.11 Deception and promises

10.12 Other uses of confessions

10.12.1 Confessions of several crimes

10.12.2 Use one defendants confession against another

11. Recording Interviews and Interrogations - After completing this module, the student will be able to describe the various methods of recording interviews and interrogations:

11.1 Methods of reproduction

11.2 Recording devices

11.3 Types of recording

11.4 Purposes of recording

11.5 Techniques of recording

12. Informants - After completing this module, the student will be able to describe the role of the informant for obtaining information:

12.1 General characteristics

12.2 Motives of informants

12.3 Protecting the informants

12.4 Treatment of informants

12.5 Communicating with the informant

12.6 Dismissal of informants

12.7 Evaluating informants

12.8 Potential informants

13. Tracing and Sources of Information - After completing this module, the student will be able to describe methods and sources of information:

13.1 Definition of tracing

13.2 Agencies possessing informative records and other sources

13.3 Scope of federal information gathering

14. Surveillance - After completing this module, the student will be able to describe the function of surveillance in criminal investigation:

14.1 Definition

14.2 Surveillance of places

14.3 Requirements and appearance of surveillant

14.4 Shadowing (tailing)

14.5 Tactics

14.6 Testing a "tail"

14.7 Check list of precautions

14.8 How to take notes

14.9 Eavesdropping and the law

15. Undercover Assignments - After completing this module, the student will be able to define and describe undercover assignments:

15.1 General description

15.2 Objectives

15.3 Selection of undercover worker

15.4 Kinds of assignments

15.5 Preparation of the assignments

15.5.1 Study of the subject

15.5.2 Knowledge of the area

15.5.3 Cover story

15.5.4 Physical details

15.5.5 Testing

15.5.6 Disclosure of identity

15.6 Conduct of the assignment

15.7 Taking notes

15.8 Communications with headquarters

15.9 Arrest of the undercover investigator

15.10 Departure

16. The Crime Laboratory - After completing this module, the student will be able to describe:

16.1 Functions of a crime laboratory

16.2 Importance of scientific evidence

CRIMINAL INVESTIGATIONS II

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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Specific Offenses

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2. Narcotics Violations 1
3. Sex Crimes 1
4. Larceny. 1
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7. Forgery. 2
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10. Testimony in Court 3
11. Identification by Witnesses. 3
12. Fingerprints and the Mechanics of Recording. 3
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14. Casting and Molding. 4
15. Various Impressions. 4
16. Tracing Materials and Detective Dyes 4

Criminal Investigations II

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Specific Offenses: Arson - After completing this module, the student will be able to:
   - 1.1 Describe the crime of arson
   - 1.2 Describe the criminal investigative methods used
2. Specific Offenses: Narcotics Violations - After completing this module, the student will be able to:
   - 2.1 Describe the drug culture
   - 2.2 Describe various narcotics violations
   - 2.3 Describe the investigative methods used
3. Specific Offenses: Sex Crimes - After completing this module, the student will be able to:
   - 3.1 Describe the criminal investigations procedure, to include:
     - 3.1.1 Rape
     - 3.1.2 Sodomy
     - 3.1.3 Homosexuality
     - 3.1.4 Other forms of sexual deviance
4. Specific Offenses: Larceny - After completing this module, the student will be able to:
   - 4.1 Describe the criminal investigation of larceny
   - 4.2 Describe the criminal investigation of automobile larceny
   - 4.3 Describe the criminal investigation of embezzlement
5. Specific Offenses: Burglary - After completing this module, the student will be able to:

5.1 Describe the criminal investigation of burglary

6. Specific Offenses: Robbery - After completing this module, the student will be able to:

6.1 Describe the criminal investigation procedures for robbery

7. Specific Offenses: Forgery - After completing this module, the student will be able to:

7.1 Describe the criminal investigation procedures for detecting and investigating forgery

8. Specific Offenses: Homicide - After completing this module, the student will be able to:

8.1 Describe the criminal investigation procedures for homicide, to include:

8.1.1 The law

8.1.2 The identity of the deceased

8.1.3 Investigation at the scene

8.1.4 Blood and other body fluids

8.1.5 Other physical evidence, to include:

8.1.5.1 Hairs and fibers

8.1.5.2 Shoe and tire impressions

8.1.5.3 Shoe and footprints

8.1.5.4 Clothing of the deceased

8.1.5.5 Ligatures and gags

8.1.5.6 Fingernail scrapings

8.1.6 Post-mortem examination

8.1.7 Time of death, to include:

8.1.7.1 Importance of knowing

8.1.7.2 Temperature of the body

8.1.7.3 Post-mortem lividity

8.1.7.4 Rigor Mortis

8.1.7.5 Indicative actis

8.1.7.6 Putrefication

8.1.7.7 Insects

8.1.7.8 Chemical changes

8.1.8 Asphyxia

8.1.9 Burning, lightning, and electric shock

8.1.10 Wounds in general, to include:

8.1.10.1 Classification

8.1.10.2 Stabbing and cutting wounds

8.1.10.3 Blunt force or direct violence

8.1.11 Gunshot wounds

8.1.12 Poisoning

8.1.13 Suicide

8.1.14 Interviewing witnesses

8.1.15 Infanticide and other infant deaths

8.1.16 Motor vehicle homocides

9. Specific Offenses: Criminal Explosions - After completing this module, the student will be able to:

9.1 Describe the criminal investigation procedures for explosions

10. Testimony in Court - After completing this module, the student will be able to:

10.1 Describe the procedure used for testimony in court

11. Identification by Witnesses - After completing this module, the student will be able to:

11.1 Describe the significance and problems of the identification by witnesses

12. Fingerprints and the Mechanics of Recording - After completing this module, the student will be able to:

12.1 Describe the procedures used in fingerprinting

12.2 Describe the mechanics of recording fingerprints

13. Latent Fingerprints - After completing this module, the student will be able to:

13.1 Describe the procedures used to obtain latent prints

14. Casting and Molding - After completing this module, the student will be able to:

14.1 Describe the use of castings and moldings in criminal investigations

15. Various Impressions - After completing this module, the student will be able to:

15.1 Describe the various impressions that are useful in criminal investigations, to include:

15.1.1 Foot impressions

15.1.2 Surface footprints

15.1.3 Sole prints

15.1.4 Palm prints

15.1.5 Tire impressions

15.1.6 Parascopy

15.1.7 Tool marks

15.1.8 Laboratory findings

16. Tracing Materials and Detective Dyes - After completing this module, the student will be able to:

16.1 Describe the use of tracing materials and detecting dyes in criminal investigations

CRIMINALISTICS I

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. History and Scope of Forensic Science. 1
2. The Microscope 1
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4. Physical Properties of Glass, Paint, and Soil. 2
5. Organic Analysis 3
6. Inorganic Analysis 3
7. Forensic Aspects of Arson and Explosive Investigation. 4
8. Fingerprints 4
9. Firearms, Toolmarks, and Other Impressions 5
10. Document and Voice Examination 5

Criminalistics I

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. History and Scope of Forensic Science - After completing this module, the student will be able to describe the definitions and scope of forensic science relative to Criminalistics:
   - 1.1 Definition
   - 1.2 Scope
   - 1.3 History and development
   - 1.4 The organization of a crime laboratory
   - 1.5 Services of the crime laboratory
     - 1.5.1 Physical science unit
     - 1.5.2 Firearms unit
     - 1.5.3 Biology unit
     - 1.5.4 Document examination unit
     - 1.5.5 Photography unit
     - 1.5.6 Toxicology unit
     - 1.5.7 Latent fingerprint unit
     - 1.5.8 Polygraph unit
     - 1.5.9 Evidence collection unit
   - 1.6 The functions of the forensic scientist
     - 1.6.1 Analysis of physical evidence
     - 1.6.2 Provision of expert testimony
     - 1.6.3 Furnishes training in the proper recognition, collection, and presentation of physical evidence
2. The Microscope - After completing this module, the student will be able to:

2.1 Distinguish between the various kinds of microscopes used in criminalistics

3. Physical Evidence - After completing this module, the student will be able to:

3.1 Recognize significant physical evidence

3.2 Identify the common types of physical evidence

3.3 Demonstrate a systematic and thorough method for searching for physical evidence

3.4 Demonstrate the knowledge of correctly collecting and preserving physical evidence

3.5 Describe the nature of physical evidence, to include:

3.5.1 Identification

3.5.2 Comparison of individual and class characteristics

4. Physical Properties of Glass, Paint, and Soil - After completing this module, the student will be able to:

4.1 Demonstrate a working knowledge of the metric system

4.2 Demonstrate a working knowledge of physical properties, to include:

4.2.1 Temperature

4.2.2 Weight and mass

4.2.3 Density

4.2.4 Refractive index

4.3 Demonstrate a knowledge of the physical properties of glass by:

4.3.1 Comparing glass fragments

4.3.2 Comparing glass fractures

4.3.3 The proper methods used in the collection and preservation of glass as evidence

4.4 Describe the forensic characteristics of soils

4.5 Demonstrate the proper procedure for the collection and preservation of soil as evidence

4.6 Describe the forensic characteristics of paints

4.6.1 Demonstrate the proper procedure for the collection and preservation of paint as evidence

5. Organic Analysis - After completing this module, the student will be able to:

5.1 Define the terms elements and compounds

5.2 Define the terms:

5.2.1 Periodic table of elements

5.2.2 Three states of matter

5.2.3 Sublimation

5.3 Demonstrate the ability to select the proper analytical technique

5.4 Demonstrate a working knowledge of various analytical techniques, to include:

5.4.1 Chromatography

5.4.1.1 Theory

5.4.1.2 Gas chromatography

5.4.1.3 Thin layer chromatography

5.4.1.4 Electrophoresis

5.4.2 Spectrophotometry

5.4.2.1 Theory of light

5.4.2.2 Absorption of electromagnetic radiation

5.4.3 Mass spectrometry

6. Inorganic Analysis - After completing this module, the student will be able to:

6.1 Describe the role of inorganic analysis as it pertains to criminalistics

6.2 Describe the differences between the terms:

6.2.1 Emission spectrum

6.2.2 Continuous spectrum

6.2.3 Line spectrum

6.3 Demonstrate a working knowledge of the emission spectrograph

6.4 Demonstrate a working knowledge of each of the following phenomena in both theory and application:

6.4.1 Atomic absorption spectrophotometry

6.4.2 The origin of emission and absorption spectra

6.4.3 Neutron activation analysis

6.4.4 X-ray diffraction

7. Forensic Aspects of Arson and Explosive Investigations - After completing this module, the student will be able to:

7.1 Describe the chemistry of fire

7.2 Describe the procedures to be used when searching the fire scene

7.3 Demonstrate a working knowledge of the analysis of flammable residues

7.4 Define and classify common explosives, including:

7.4.1 Low-energy explosives

7.4.2 High-energy explosives

7.5 Describe the procedures used in the collection and analysis of explosives

8. Fingerprints - After completing this module, the student will be able to:

8.1 Describe the history of fingerprints

8.2 Describe the funamental principles of fingerprints, to include:

8.2.1 First Principle: A fingerprint is an individual characteristic; no two fingers have yet been found to possess identical ridge characteristics

8.2.2 Second Principle: A fingerprint will remain unchanged during an individual's lifetime

8.2.3 Third Principle: Fingerprints have general ridge patterns

8.3 Demonstrate a working knowledge of the Henry System of classifying fingerprints, to include:

8.3.1 The primary classification

8.4 Describe the operation of computerized fingerprint search systems

8.5 Demonstrate a working knowledge of methods of detecting fingerprints

8.6 Describe the procedures used in the preservation of developed prints

9. Firearms, Toolmarks, and Other Impresssions - After completing this module, the student will be able to:

9.1 Demonstrate a working knowledge for analyzing firearms, to include:

9.1.1 Bullet comparisons

9.1.2 Cartridge cases

9.1.3 Gunpowder residues

9.1.4 Primer residues on the hand

9.1.5 Detection of serial number restoration

9.2 Describe the procedure for the collection and preservation of firearm evidence

9.3 Demonstrate a working knowledge for analyzing toolmarks

9.4 Demonstrate a working knowledge for analyzing other impressions

10. Document and Voice Examination - After completing this module, the student will be able to:

10.1 Describe the various techniques used in analyzing documents

10.2 Demonstrate a working knowledge for comparing handwriting samples

10.3 Describe the procedure for collecting handwriting exemplars

10.4 Demonstrate a working knowledge for comparing typewriting samples, to include the detection of:

10.4.1 Alterations, erasures, and obliterations

10.5 Describe other document analysis problems

10.6 Demonstrate a working knowledge for voice examination, to include:

10.6.1 The sound spectrograph

CRIMINALISTICS II

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. Hairs and Fibers. 1
2. Drugs 1
3. Forensic Toxicology 2
4. Forensic Serology 2

Criminalistics II

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Hairs and Fibers - After completing this module, the student will be able to:
   - 1.1 Describe the various characteristics of hair, including:
     - 1.1.1 Morphology of hair, to include:
       - 1.1.1.1 Cuticle
       - 1.1.1.2 Cortex
       - 1.1.1.3 Medulla
       - 1.1.1.4 Medullary index
     - 1.1.2 The identification and comparison of hair
   - 1.2 Describe the various characteristics of fiber, to include:
     - 1.2.1 Natural fibers
     - 1.2.2 Man-made fibers
     - 1.2.3 Polymers
   - 1.3 Demonstrate a working knowledge of the identification and comparison of man-made fibers
2. Drugs - After completing this module, the student will be able to:
   - 2.1 Formally define drugs
   - 2.2 Identify the characteristics of the common drugs
   - 2.3 Describe the meaning of drug dependence
   - 2.4 Describe the characteristics of narcotic drugs
   - 2.5 Describe the characteristics of hallucinogens, including:
     - 2.5.1 Marijuana
   - 2.6 Describe the characteristics of depressant drugs, including:
     - 2.6.1 Ethyl alcohol

2.6.2 Barbiturates

2.6.3 Tranquilizers

2.6.4 "Glue sniffing"

2.7 Describe the characteristics of stimulant drugs, including:

2.7.1 Amphetamines

2.7.2 Cocaine

2.8 Demonstrate knowledge of drug-abuse laws

2.9 Demonstrate a working knowledge of drug identification by:

2.9.1 Color tests

2.9.2 Microcrystalline tests

2.9.3 Chromotography

2.9.4 Spectrophotometry

2.9.5 The identification of marijuana

2.10 Describe the procedure for the collection and preservation of drug evidence

3. Forensic Toxicology - After completing this module, the student will be able to:

3.1 Describe the physiological characteristics of alcohol, to include:

3.1.1 The reactions of alcohol in the body

3.1.2 Alcohol in the circulatory system

3.2 Demonstrate a working knowledge of the breathalyzer

3.3 Demonstrate a working knowledge of analysis of blood for alcohol

3.4 Describe the procedure for preserving blood

3.5 Describe the relationship between alcohol and the law

3.6 Describe the role of the toxicologist

3.7 Demonstrate various techniques used in toxicology

4. Forensic Serology - After completing this module, the student will be able to:

4.1 Describe the general characteristics of blood, to include:

4.1.1 Antigens and antibodies

4.2 Demonstrate a working knowledge of blood typing

4.3 Describe the forensic characterization of bloodstains, to include:

4.3.1 Absorption elution

4.3.2 Blood enzymes

4.3.3 Stain patterns of blood

4.4 Describe the procedure for the preservation of blood evidence

4.5 Describe the forensic characteristics of seminal stains, including:

4.5.1 The tests used for locating seminal stains

4.6 Describe the procedures used in the collection and preservation of semen as evidence

EVIDENCE TECHNOLOGY I

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. General Description and History of Fingerprints. 1
2. Latent Fingerprints. 1
3. Classification of Fingerprints 2
4. Fingerprint Taking 2
5. Identifying Fingerprint Characteristics. 2

Evidence Technology I

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. General Description and History of Fingerprints - After completing this module, the student will be able to:
   - 1.1 Describe the history of fingerprinting
   - 1.2 Describe the fundamental principles of fingerprints, to include:
     - 1.2.1 First Principle - A fingerprint is an individual characteristic; no two fingers possess identical ridge characteristics
     - 1.2.2 Second Principle - A fingerprint will remain unchanged during an individual's lifetime
     - 1.2.3 Third Principle - Fingerprints have general ridge patterns that permit them to be classified
   - 1.3 Describe the Henry System used for classifying fingerprints
   - 1.4 Describe the operation of computerized fingerprint search systems
   - 1.5 Describe the various methods used for detecting fingerprints
   - 1.6 Describe the procedures used for the preservation of developed prints
2. Latent Fingerprints - After completing this module, the student will be able to:
   - 2.1 Describe the procedures used to obtain latent fingerprints, to include:
     - 2.1.1 Definition of latent fingerprints
     - 2.1.2 Searching for fingerprints
     - 2.1.3 Developing the impression
     - 2.1.4 Handling and transmission
     - 2.1.5 Elimination of persons legitimately at the scene
     - 2.1.6 Lifting latent prints
     - 2.1.7 Preservation of latent fingerprints

3. Classification of Fingerprints - After completing this module, the student will be able to:

3.1 Generally describe:

3.1.1 Ridge characteristics

3.1.2 Basic features, to include:

3.1.2.1 Type lines

3.1.2.2 Deltas

3.1.2.3 Cores

3.1.3 Pattern types

3.1.3.1 Arches

3.1.3.2 Loops

3.1.3.3 Whorls

3.2 Describe the classification procedure, to include:

3.2.1 Primary classification

3.2.2 Secondary classification

3.2.3 Sub-secondary classification

3.2.4 Final classification

3.3 Describe the identification records

4. Fingerprint Taking - After completing this module, the student will be able to:

4.1 Demonstrate the correct procedure used when taking and recording an individual's fingerprints

5. Identifying Fingerprint Characteristics - After completing this module, the student will be able to:

5.1 Demonstrate a knowledge of "type lines" by defining and identifying:

5.1.1 The pattern area

5.1.2 Various characteristics of type lines

5.2 Demonstrate a knowledge of "cores" by defining and identifying:

5.2.1 Location of a core

5.2.2 Various characteristics of cores

5.3 Demonstrate a knowledge of "whorls" by defining and identifying:

5.3.1 Location of whorls

5.3.2 Various characteristics of whorls

5.4 Demonstrate a knowledge of "loops" by defining and identifying:

5.4.1 Location of loops

5.4.2 Various characteristics of loops

5.5 Demonstrate a knowledge of "arches" by defining and identifying:

5.5.1 Location of arches

5.5.2 Various characteristics of arches

5.6 Demonstrate a knowledge of "deltas" by defining and identifying:

5.6.1 Location of deltas

5.6.2 Various characteristics of deltas

EVIDENCE TECHNOLOGY II

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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1. Police Photography. 1
2. Electromagnetic Spectrum. 1
3. The Camera. 1
4. The Film. 2
5. Darkroom Techniques 2
6. The Darkroom. 2
7. Artificial Light. 2
8. Basic Considerations in Accident Photography. 2
9. Crime Scene Photography 3
10. Evidence Photography. 3

Evidence Technology II

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Police Photography - After completing this module, the student will be able to:
   - 1.1 Describe the history of police photography
   - 1.2 Describe the various uses of photography in police work
   - 1.3 Describe the various roles of police photography in crimes
2. Electromagnetic Spectrum - After completing this module, the student will be able to:
   - 2.1 Define the following terms:
     - 2.1.1 Wavelength
     - 2.1.2 Frequency
     - 2.1.3 Visible spectrum
     - 2.1.4 Transparent
     - 2.1.5 Opaque
     - 2.1.6 Translucent
     - 2.1.7 Diffuse
     - 2.1.8 Reflected
     - 2.1.9 Refraction
     - 2.1.10 Infrared
     - 2.1.11 Ultra violet
3. The Camera - After completing this module, the student will be able to:
   - 3.1 Describe the operating principles of cameras, to include:
     - 3.1.1 Exposure meter
     - 3.1.2 Lenses
     - 3.1.3 Shutters

3.2 Identify and describe the important uses and characteristics of various cameras used in police photography

4. The Film - After completing this module, the student will be able to:

4.1 Describe the primary functions of film, its images, and types, to include:

4.1.1 Color sensitivity

4.1.2 Film speed

4.1.3 Graininess

4.1.4 Density of negative

4.2 Describe the correct procedure for handling film

5. Darkroom Techniques - After completing this module, the student will be able to:

5.1 Demonstrate the procedures used in the darkroom for developing and printing film

5.2 Describe and define common negative and printing defects

6. The Darkroom - After completing this module, the student will be able to:

6.1 Identify the various components of a darkroom, its equipment, and describe the function of each

7. Artificial Light - After completing this module, the student will be able to:

7.1 Describe the use of artificial light in photography

7.2 Describe the advantages, disadvantages, and use of:

7.2.1 Single flash

7.2.2 Off-camera technique

7.2.3 Multiple flash

7.2.4 Painting with light

7.2.5 Fill-in flash

7.3 Demonstrate a knowledge of the use of filters in police photography

8. Basic Considerations in Accident Photography - After completing this module, the student will be able to:

8.1 Describe the basic rules for accident scene photography

9. Crime Scene Photography - After completing this module, the student will be able to:

9.1 Describe the basic procedures used when photographing crime scenes such as:

9.1.1 Homicides

9.1.2 Suicides

9.1.3 Sex offenses

9.1.4 Burglary, breaking and entering

9.1.5 Arson

10. Evidence Photography - After completing this module, the student will be able to:

10.1 Describe various photographic techniques used in photographing evidence, to include:

10.1.1 Ultraviolet photography

10.1.2 Fluorescence photography

10.1.3 Infrared photography

10.1.4 Color photography

10.2 Distinguish between macro- and micro-photography

10.3 Describe the special procedures needed for photographing:

10.3.1 Wood

10.3.2 Dusty shoe prints

10.3.3 Foot and shoe impressions

10.3.4 Tire impressions

10.3.5 Bloodstains

10.3.6 Bullets, cartridges, and shells

10.3.7 Particles and other small specimens

10.3.8 Fingerprints

10.3.9 Documents

10.4 Describe the procedure for photographing at the identification bureau

CORRECTIONS MAJORS

The following common-core curriculum is recommended for those students who wish to major in Corrections Education and who have successfully completed the freshman common-core curriculum.

Juvenile Justice Procedures

Corrections as a System

Detention Supervision Methods

Correctional Administration

Treatment of the Offender: Institutional and Field

Field Experience

Since there are many different career options in the field of corrections, the following guidelines are recommended:

1. Career (direct employment) majors - A.A.S. degree - choose a minimum of three of the above courses.
2. Transfer majors - A.A. or A.S. degree - choose any two of the above courses.

The courses chosen should be related to the student's area of occupational preference.

JUVENILE JUSTICE PROCEDURES

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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4. The Police Interface with Juveniles. 2
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7. Adjudication Process 4
8. The Dispositional Hearing and Case Dispositions. 4
9. The Boundaries of Juvenile Authority and the Right to Treatment. . 4
10. Prosecutors and Juvenile Justice 5
11. Defense Advocacy 5
12. Juvenile Court Organization and Juvenile Court Judges. 5
13. Reshaping the Juvenile Justice System. 5

Juvenile Justice Procedures

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Serious and Repetitive Juvenile Delinquency - After completing this module, the student will be able to:
   - 1.1 Identify the incidence of serious delinquency
   - 1.2 Describe how the Juvenile Justice System intervenes with delinquent offenders, to include:
     - 1.2.1 Institutionalization
     - 1.2.2 Community treatment
   - 1.3 Describe the changes in legislative policy toward serious and repetitive delinquency, to include:
     - 1.3.1 Direct criminal court filings
     - 1.3.2 Tranfer to criminal court following juvenile court hearing
     - 1.3.3 Juveniles in adult institutions
   - 1.4 Describe the process used in transferring juveniles from juvenile court to criminal court
2. Juvenile Jurisdictional Categories - After completing this module, the student will be able to:
   - 2.1 Describe the jurisdiction of the juvenile court according to the Arizona Statutes
   - 2.2 Define each of the following terms:
     - 2.2.1 Dependent
     - 2.2.2 Incorrigible
     - 2.2.3 Delinquent
   - 2.3 Describe original and exclusive jurisdictions

2.4 Describe other jurisdictional categories

3. The Status of Status Offenders - After completing this module, the student will be able to:

3.1 Describe juvenile court history: the status of paternalism

3.2 Describe the movement to decriminalize status offenses

3.3 Identify the legal decisions concerning status offender processing

3.4 Identify the alternatives to court and secure confinement

4. The Police Interface with Juveniles - After completing this module, the student will be able to:

4.1 Identify and define the police juvenile function with specific regard to organizational factors

4.2 Identify and describe police procedures for processing juveniles

4.3 Describe police innovations in community youth relations and delinquency prevention

4.4 Identify and describe strains in police-juvenile court relationships, to include:

4.4.1 Deficiencies in juvenile court proceedings

4.4.2 Failure to inform the police of court decisions

4.4.3 Ineffectiveness of juvenile court services

4.5 Identify and describe juvenile court concerns with police operations, to include:

4.5.1 A punitive orientation on the part of police

4.5.2 Inappropriate referrals

4.5.3 Deficiencies in police reports and investigations

4.5.4 Nonadherence to juveniles' rights

4.6 Identify and describe strategies to improve police-juvenile court relationships

4.7 Briefly describe the judicial review of police practices with juveniles,

to include:

4.7.1 Validity of arrest

4.7.2 Search and seizure

4.7.3 Interrogation practices

4.7.4 Fingerprinting

5. Detention - After completing this module, the student will be able to:

5.1 Describe the development of pretrial detention facilities

5.2 Define the rationale for detention

5.3 Identify and describe the organization and administration of juvenile detention services

5.4 Describe the growth of detention screening

5.5 Define and describe shelter care and other detention alternatives

5.6 Identify case law concerning juvenile detention practices, to include:

5.6.1 Right to bail

5.6.2 Right to a probable cause hearing

5.6.3 Right to counsel at a detention hearing

5.7 Identify the State's role in detention

6. Intake Process and Diversion - After completing this module, the student will be able to:

6.1 Define the intake process, to include:

6.1.1 The purposes of intake

6.1.2 Decision made at intake

6.1.3 Intake procedures and practices

6.2 Identify different approach to the intake process

6.3 Describe intake decision making (including research and analysis)

6.4 Define diversion

6.5 Define the rational behind the use of diversion

6.6 Identify the concerns regarding diversion practice and theory

6.7 Describe the growth in the use of diversion

6.8 Identify the guidelines for intake and diversion

6.9 Describe the concept of prevention as related to the juvenile court process

7. Adjudication Process - After completing this module, the student will be able to:

7.1 Describe the adjudication process including:

7.1.1 Juvenile rights

7.1.2 Juvenile advisory hearing

7.1.3 Juvenile adjudication hearing

7.1.4 Predisposition investigation

8. The Dispositional Hearing and Case Dispositions - After completing this module, the student will be able to:

8.1 Define and describe the dispositional hearing

8.2 Identify the factors involved in judicial decision making

8.3 Identify patterns in judicial dispositions

8.4 Identify concerns with judicial dispositions, to include:

8.4.1 Probation officer concerns

8.4.2 Attorney concerns

8.4.3 Juvenile and parent concerns

8.4.4 Public concerns

8.5 Describe the dispositional options including:

8.5.1 Probation

8.5.2 Community treatment

8.5.3 Institutionalization process, to include:

8.5.3.1 Diagnosis

8.5.3.2 Residential treatment

8.5.3.3 Aftercare programs

9. The Boundaries of Judicial Authority and the Right to Treatment - After completing

this module, the student will be able to:

9.1 Define the doctrine of inherent powers

9.2 Identify and describe the court's relationship with external agencies

9.3 Identify judicial concerns relating to the realization of court purposes and orders

9.4 Define the right to treatment

9.5 Describe the impact of the right to treatment

10. Prosecutors and Juvenile Justice - After completing this module, the student will be able to:

10.1 Identify the impact of legislative change on the development of national standards

11. Defense Advocacy - After completing this module, the student will be able to:

11.1 Identify the impact of the gault decisions

11.2 Describe the adequacy of defense counsel representation

11.3 Define waiver of counsel

11.4 Identify the relationship of public defenders versus private counsel

11.5 Describe the ethics of juvenile defense representation

11.6 Identify defense attorney roles in the juvenile justice system

12. Juvenile Court Organization and Juvenile Court Judges - After completing this module, the student will be able to:

12.1 Describe the structure of courts of juvenile jurisdiction

12.2 Define the statutory jurisdiction of contemporary juvenile courts

12.3 Describe the procedures involved in the election, selection, assignment, and tenure of juvenile court judges

12.4 Identify the role of the referee as a quasi-judge

13. Reshaping the Juvenile Justice System - After completing this module, the student will be able to:

13.1 Identify and describe various factors impacting on the juvenile justice

system, to include:

13.1.1 Serious and repetitive juvenile delinquency

13.1.2 Status offenses

13.1.3 Law Enforcement

13.1.4 Detention

13.1.5 The intake process and diversion

13.1.6 Dispositions

13.1.7 The boundaries of judicials authority and the right to treatment

13.1.8 Dependent, neglected, and abused children

13.1.9 Juvenile court organization and juvenile judges

CORRECTIONS AS A SYSTEM

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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3. Evolution of Corrections. 1
4. Organization and Development of Detention Centers in America. . . . 2
5. Alternatives to Incarceration 2
6. Probation 2
7. Parole. 3
8. Prison Management 3
9. Prison Operations 3
10. Prison Programs 4
11. Work for Prisoners. 4
12. Juvenile vs. Adult Corrections Systems. 4

Corrections as a System

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. The Criminal Justice Process - After completing this module, the student will be able to:

   1.1 Identify and describe how the components of the justice system interface, to include:

      1.1.1 Complex codes and overlapping jurisdiction

      1.1.2 Scope of police, courts, corrections, offenders and their inter-relationships

      1.1.3 Constitutional issues: conflicts

      1.1.4 Suspects, arrests, convictions

2. The Justice System Components - After completing this module, the student will be able to:

   2.1 Identify and describe corrections, to include:

      2.1.1 Juvenile corrections

         2.1.1.1 Institutional

         2.1.1.2 Community based

      2.1.2 Adult corrections

         2.1.2.1 Institutional

         2.1.2.2 Community based

3. Evolution of Corrections - After completing this module, the student will be able to:

   3.1 Identify the historical reasons for a corrections system, such as:

      3.1.1 Retribution

      3.1.2 Deterrence

3.1.3 Reform

3.1.4 Rehabilitation

3.1.5 Reintegration

4. Organization and Development of Detention Centers in America - After completing this module, the student will be able to:

4.1 Identify and describe the English Heritage and its influence on the American detention facilities

4.2 Identify and describe the development of American detention facilities, to include:

4.2.1 The Virginia System

4.2.2 Pennsylvania's early detention facilities

4.3 Identify and describe the purpose and function of a detention facility

5. Alternatives to Incarceration - After completing this module, the student will be able to:

5.1 Define bail

5.2 Define citation and summons

5.3 Define release on recognizance

5.4 Define suspended sentence, fines, and restitution

5.5 Define work release

5.6 Identify and describe other community oriented correctional activities

6. Probation - After completing this module, the student will be able to:

6.1 Describe the development of probation

6.2 Identify the common law origin of probation

6.3 Describe the origin and development of probation in the United States

6.4 Describe the administration of probation services

6.5 Identify and describe factors which influence the probation decision

6.6 Define pre-sentence report

6.7 Identify and define conditions of probation

6.8 Define the concept of supervisions with relation to probation caseloads

6.9 Define probation revocation

7. Parole - After completing this module, the student will be able to:

7.1 Describe the development of parole

7.2 Identify and describe the structure and function of the paroling authority, to include:

7.2.1 Commutations

7.2.2 Pardons

7.2.3 Criteria for parole release

7.2.4 Release hearing

7.2.5 Conditions for release

7.2.6 The principles and methods of supervisions

8. Prison Management - After completing this module, the student will be able to:

8.1 Identify and describe the organization of prison systems

8.2 Identify and describe types of institutions

8.3 Describe the various internal administrative structures, to include:

8.3.1 Custody

8.3.2 Treatment team

8.3.3 Prison industry

8.3.4 Medical service

8.3.5 Other models of internal administrative structures

8.4 Describe the prison physical plant

9. Prison Operations - After completing this module, the student will be able to:

9.1 Identify and describe the process of classifying prisoners, to include:

9.1.1 The diagnostic and reception process

9.1.2 The use of the classification committee and the classification process

9.1.3 The contributions of classification

9.1.4 The specific Arizona Statutes relating to classification

9.2 Describe prison security operations

9.3 Describe prison disciplinary procedures and offender rights

9.4 Describe prison services, such as:

9.4.1 Medical

9.4.2 Food

9.4.3 Inmate commissary

10. Prison Programs - After completing this module, the student will be able to describe the following prison programs, such as:

10.1 Counseling, casework, and clinical services

10.2 Education

10.3 Recreation

10.4 Religion

10.5 Visitation

10.6 Library services

11. Work for Prisoners - After completing this module, the student will be able to:

11.1 Describe prison industrial operations

11.2 Identify and describe the process of maintaining the prison, to include:

11.2.1 Types of available jobs

11.2.2 Potential skills development

12. Juvenile vs. Adult Corrections Systems - After completing this module, the student will be able to:

12.1 Describe the differences and similarities of the juvenile and the adult corrections systems

DETENTION: SUPERVISION METHODS

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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10. Community Relations. 9

Detention Supervision Methods

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Correctional History and Philosophy - After completing this module, the student will be able to:
   - 1.1 Describe the formal response to crime
   - 1.2 Describe the use of punishment as a deterrent
   - 1.3 Discuss the advantages and disadvantages of confinement as a method of punishment
   - 1.4 Describe the major theories of causes of crime, to include:
     - 1.4.1 The physical basis of crime
     - 1.4.2 Differential association
     - 1.4.3 Broken homes
     - 1.4.4 Emotional instability
     - 1.4.5 Social disorganization
   - 1.5 Discuss various correctional programs
   - 1.6 Describe the relationship of the detention facility to the criminal justice system, to include:
     - 1.6.1 Relationship with the police
     - 1.6.2 Relationship to the courts
     - 1.6.3 Relationship to corrections
   - 1.7 Describe the general characteristics of a detention population
   - 1.8 Describe the role of the detention officer
2. Security Procedures - After completing this module, the student will be able to:
   - 2.1 Describe the procedure for admitting the detainee, to include:
     - 2.1.1 Admission

2.1.2 Inventory of personal property

2.1.3 Bathing and grooming

2.1.4 Search

2.1.5 Strip search

2.2 Describe the policy regarding medical examinations

2.3 Describe the procedure for examining a detainee for lice

2.4 Describe the procedure fingerprint and photograph identification

2.5 Describe the information requirements in relation to the detainee's personal history

2.6 Describe the issuance of clothing

2.7 Describe the procedure for evaluating a detainee for housing assignment

2.8 Describe the procedure for releasing a detainee, to include:

2.8.1 Bail

2.8.2 Completion of sentence

2.8.3 Dismissal of charges or finding of not guilty

2.8.4 Transfer to another institution

2.8.5 Release to a detainer

2.8.6 Transfer to a hospital

2.8.7 Temporary release

2.9 Describe the procedure for returning personal property

2.10 Describe the procedure for controlling contraband, to include:

2.10.1 Frisk search

2.10.2 Security inspections

2.11 Describe counting procedures

2.12 Describe the procedures for tool control

2.13 Describe the procedures for key control

2.14 Describe the procedure for the control of firearms

2.15 Describe the procedure used in the control of drugs and medications

2.16 Describe procedures for using security equipment

2.17 Describe the procedures used in developing emergency plans

2.18 Describe the procedures used in supervising the transporation of detainees

2.19 Describe the use of restraining equipment, to include:

2.19.1 Handcuffs

2.19.2 Claims - single and double

2.19.3 Leg irons

2.20 Describe weaponless restraint tactics, to include:

2.20.1 Limited living space

2.20.2 Physical restraint (weaponless)

2.20.3 Sedation

2.20.4 Basic rules for implementation

2.21 Describe the maintenance procedures used in keeping a detention facility in good repair

3. Detention Facility Climate: The Setting for Detainee Supervision and Discipline - After completing this module, the student will be able to:

3.1 Describe the admission process

3.2 Discuss the problems of a detainee in adjusting to a detention facility

3.3 Describe the stress situations and critical periods to which a detainee must adjust, to include:

3.3.1 Admission

3.3.2 Searches

3.3.3 Court appearances

3.3.4 Family visits

3.4 Describe the personnel influences that affect the climate of a detention facility, to include:

3.4.1 Staff attitudes

3.4.2 Flexibility and willingness to make decisions

3.4.3 Willingness to perform all necessary tasks

3.4.4 Impartiality

3.4.5 Relationship with other detainees

3.4.6 Language as a contribution to climate

3.4.7 Staff behavior

3.5 Describe the physical and procedural elements of a detention facility environment

3.6 Describe the advantages of rules in a detainee's environment

3.7 Describe the advantages of clean surroundings in a detention facility environment

3.8 Describe the significance of food in a detention facility

4. Supervision of Prisoners - After completing this module, the student will be able to:

4.1 Describe the objectives of supervision

4.2 Describe the importance of communication skills in detention supervision

4.3 Describe the procedure for evaluating a detainee's performance

4.4 Describe the guidelines for good staff-detainee relations

4.5 Describe the objectives and techniques used to supervise detainee activities, to include:

4.5.1 Supervision of detainees by other detainees

4.5.2 Surveillance as a method of supervision

4.5.3 Supervising house units

4.5.4 Supervision of TV

4.5.5 Dining room supervision

4.5.6 Feeding detainees in cells

4.6.7 Supervision of sick call

4.6.8 Supervising visits

4.6 Describe special supervisory situations, to include:

4.6.1 Supervision of trustees

4.6.2 Supervision of juveniles

4.6.3 Supervision of women

4.6.4 Supervision of religious activities

4.6.5 Supervision of recreation

4.7 Describe the procedures used for supervising detainees outside the detention facility

5. Discipline - After completing this module, the student will be able to:

5.1 Discuss methods for obtaining acceptable behavior

5.2 Describe rules and standards of behavior

5.3 Describe the detention officer's responsibility

5.4 Describe various informal disciplinary methods, to include:

5.4.1 On-the-spot correction

5.5 Describe formal disciplinary methods, to include:

5.5.1 When to write a formal report

5.5.2 Contents of the formal report

5.5.3 Documentation of disciplinary actions

5.5.4 The detainee's rights in disciplinary actions

5.6 Discuss suggested guidelines for discipline

5.7 Demonstrate a knowledge of methods of control of problem detainees, to include:

5.7.1 The violent detainee

5.7.2 The uncooperative detainee

6. Detainees with Special Problems - After completing this module, the student will be able to:

6.1 Discuss who should not be admitted to a detention facility, such as:

6.1.1 The unconscious detainee

6.1.2 The wounded or injured detainee

6.2 Describe the responsibility for medical care, such as:

6.2.1 Division of responsibility

6.2.2 Medical records - recording

6.2.3 Importance of medical records

6.2.4 Medical services

6.2.5 The detention officer's role

6.3 Describe the importance of attitudes of staff toward detainees with special problems, to include:

6.3.1 Importance of feelings

6.3.2 Recognizing feelings

6.4 Describe the proper care of the alcoholic, such as:

6.4.1 Confusing symptoms

6.4.2 Emergency treatment

6.4.3 Need for new facilities

6.5 Describe the proper care of the mentally ill, such as:

6.5.1 Defining mental illness

6.5.2 The detention officer's responsibilities

6.5.3 Recognizing signs of mental illness, such as:

6.5.3.1 Hallucinations

6.5.3.2 Intense anxiety

6.5.3.3 Physical complaints

6.5.3.4 Dangerous behavior

6.5.3.5 Delusions

6.5.3.6 Memory loss

6.5.4 Special considerations for mentally deficient detainees

6.6 Describe the proper care of the drug dependent detainee, such as:

6.6.1 Signs of addiction

6.6.2 Signs of withdrawal

6.6.3 Security precautions

6.6.4 Staff responsibility

6.7 Describe the problems involved in the proper care of sex offenders and homosexual detainees

6.8 Describe the proper care of depressed detainees (those who may attempt suicide), such as:

6.8.1 General considerations

6.8.2 Signs of depression

6.8.3 The "fake" suicide

6.8.4 Staff responsibilities

6.9 Describe the proper care of diabetics, such as:

6.9.1 Treatment

6.9.2 Diabetic coma

6.9.3 Insulin shock

6.9.4 General care

6.9.5 Diet

6.10 Describe the proper care of the epileptic, such as:

6.10.1 General description

6.10.2 Staff responsibilities

6.10.3 Precautions

6.11 Describe the proper care of injured detainees, such as:

6.11.1 Head injuries

6.11.2 First aid

6.11.3 Care and cleanliness of injuries

6.11.4 Care of casts

6.12 Discuss the importance of using a Manual of Operations

7. Detention Facility Administration - After completing this module, the student will be able to:

7.1 Describe the general problems of detention facility administration, to include:

7.1.1 Discontinuity of management

7.1.2 Financing

7.1.3 Personnel

7.1.4 Programs

7.1.5 Overcrowding

7.1.6 Physical plant

7.1.7 Confinement of juveniles in an adult facility

7.2 Describe the responsibilities of the administrator

7.3 Describe the problems found in the personnel management at institutions, to include:

7.3.1 Recruitment of personnel

7.3.2 Retaining personnel, to include:

7.3.2.1 The probationary period

7.3.2.2 Post rotation

7.3.2.3 Development of job satisfaction

7.3.2.4 Staff training

8. Detention Facilities and Community Corrections Programs - After completing this module, the student will be able to:

8.1 Describe the development and implementation of detention facilities and community corrections programs, to include:

8.1.1 Developing objectives

8.1.2 Selection of participants

8.1.3 Identifying and using community resources

8.1.4 Program models

8.1.5 Use of volunteers

8.2 Describe the development and implementation of work release programs, to include:

8.2.1 Advantages of work release

8.2.2 Administration of work release

8.2.3 Typical problems encountered

9. Legal Problems in the Administration of a Detention Facility - After completing this module, the student will be able to:

9.1 Describe the civil liabilities of the detention facility administrator, to include:

9.1.1 Protection of the detainee from others

9.1.2 Protection of the detainee from dangerous conditions

9.1.3 A detainee's rights to adequate food, clothing, shelter, and medical care

9.1.4 Responsibility for subordinates

9.2 Describe the proper use of administrative discretion, to include:

9.2.1 General considerations

9.2.2 Attorney - Client relationship

9.2.3 Mail to public officials

9.3 Describe the procedure for providing legal resource material, to include:

9.3.1 Detainee drafting of legal documents

9.3.2 Law school programs

9.4 Describe the policy of intervention in disciplinary matters

9.5 Describe the policy of the restriction of religious practices

9.6 Describe the rights of a detainee when a crime is committed in a detention facility

10. Community Relations - After completing this module, the student will be able to:

10.1 Describe problems in community relations, to include:

10.1.1 An escape

10.1.2 Establishing a halfway house

10.2 Describe various ways a detention facility administrator can take the initiative to gain public support

CORRECTIONAL ADMINISTRATION

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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9. The Administration of Correctional Programming. 3

Correctional Administration

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Society, Criminal Justice, and Corrections - After completing this module, the student will be able to:
   - 1.1 Identify and describe the relationship between society and crime, such as:
     - 1.1.1 Correctional funding
   - 1.2 Identify and describe the relationship between corrections and other criminal justice systems
2. The Administration of Probation - After completing this module, the student will be able to:
   - 2.1 Describe probation as a part of corrections
   - 2.2 Describe various organizational models, including:
     - 2.2.1 Adult
     - 2.2.2 Juvenile
   - 2.3 Describe the relationship of probation and detention services
3. The History and Characteristics of Institutions - After completing this module, the student will be able to:
   - 3.1 Identify and define correctional modules, to include:
     - 3.1.1 The punishment and penitence model
     - 3.1.2 The reform model
     - 3.1.3 The rehabilitation model
     - 3.1.4 The reintegration model
   - 3.2 Identify correctional institutions and their characteristics, to include:
     - 3.2.1 Detention facilities
     - 3.2.2 Juvenile facilities

3.2.3 Adult facilities

4. Detention Facilities: Classical Bureaucracy and Traditional Management - After completing this module, the student will be able to:

4.1 Identify the historical development of management philosophies

4.2 Identify and define a classical bureaucracy, to include:

4.2.1 Organizational goals and components

4.2.2 Efficiency

4.2.3 Communication

4.3 Define the detention facility as a bureaucracy

4.4 Identify the consequences of bureaucracy, to include:

4.4.1 Impact on the staff

4.4.2 Resident's response

5. Contemporary Correctional Administration - After completing this module, the student will be able to:

5.1 Identify and define various managerial approaches, to include:

5.1.1 The reform model

5.1.2 The restraint model

5.1.3 The reintegration model

5.1.4 The rehabilitation model

5.2 Identify and define systems management, to include:

5.2.1 Open and closed systems

5.2.2 Management information systems

5.2.3 Advantages of the systems approach

5.2.4 Limitations of the systems approach

6. Correctional Administration - After completing this module, the student will be able to:

6.1 Identify and describe the function of the correctional administration, to include:

6.1.1 Administrative levels of decision making

6.1.2 The corporate management models

6.2 Identify and describe the scope of control, to include:

6.2.1 Correctional service

6.2.2 Problem solving methods and ethics of correctional administrators

6.3 Major problems in correctional administration, such as:

6.3.1 Overpopulation

6.3.2 Budgetary limitations

6.3.3 Violence

6.3.4 Civil suits

6.3.5 Labor relations

6.3.6 Formal bargaining with inmates

6.3.7 Escapes

6.4 Preparation, administration and implementation of budgets

7. The Supervisor: Middle-Level Management - After completing this module, the student will be able to:

7.1 Identify the manager's role, such as:

7.1.1 Relations with wardens

7.1.2 Relations with peers

7.1.3 Relations with their subordinates

7.2 Identify the managerial roles and related problems

8. First-Line Supervisors - After completing this module, the student will be able to:

8.1 Identify and describe the role of first-line officers

8.2 Identify guidelines for officers

9. The Administration of Correctional Programming - After completing this module, the student will be able to:

9.1 Define correctional programming, to include:

9.1.1 Diagnostic assessment and classification

9.1.2 Program assignment

9.1.3 Performance evaluation

9.2 Define institutional programming, such as:

9.2.1 Education

9.2.2 Vocational training

9.2.3 Recreation

9.2.4 Religion

9.2.5 Group therapy

9.3 Define re-entry programs, such as:

9.3.1 Pre-release programs

9.3.2 Work release programs

9.3.3 Educational release

9.3.4 Home furloughs

9.3.5 Parole

TREATMENT OF THE OFFENDER: INSTITUTIONAL AND FIELD

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

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2. Treatment in Perspective 1
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Treatment of the Offender: Institutional and Field

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Punishment in Perspective - After completing this module, the student will be able to:
   - 1.1 Describe the nature and objectives of punishment
   - 1.2 Define punishment
   - 1.3 Define retribution
   - 1.4 Define deterrence
   - 1.5 Describe the historic development of punishment theory, to include:
     - 1.5.1 The classical - utilitarian heritage
     - 1.5.2 Positivism and behaviorism
     - 1.5.3 Determinism and indeterminism
     - 1.5.4 The punishment model
2. Treatment in Perspective - After completing this module, the student will be able to:
   - 2.1 Define treatment as a concept
   - 2.2 Define the objectives of treatment methods
   - 2.3 Describe trends and issues in correctional treatment
3. Criminal Deviance - After completing this module, the student will be able to:
   - 3.1 Define criminal deviance
   - 3.2 Define social control of deviance
   - 3.3 Describe the concepts of self-identity and labeling
   - 3.4 Describe the multiple factors relating to criminal deviance
4. Correctional Models - After completing this module, the student will be able to:
   - 4.1 Define and describe the concept of the following terms and their role in

corrections:

4.1.1 Punishment

4.1.2 Rehabilitation

4.1.3 Reintegration

4.1.4 Reform deterrents

4.2 Define and describe the politics of correctional treatment

5. Specific Treatment Methods - After completing this module, the student will be able to:

5.1 Describe the role of mental health practitioners in a correctional setting

5.2 Define psychotherapy and psychology in relation to corrections

5.3 Describe several treatment strategies, such as:

5.3.1 Psychoanalysis

5.3.2 Transactional analysis

5.3.3 Behaviorism

5.3.4 Psychodrama

5.3.5 Reality therapy

5.4 Define correctional case work and counseling, to include:

5.4.1 Client/staff awareness

5.4.2 Insight and empathy

5.4.3 Interviewing

5.4.4 Counseling

5.4.5 Group counseling

5.4.6 Characteristics of a relationship with a resistent client

6. Institutional Treatment of the Offender - After completing this module, the student will be able to:

6.1 Describe the nature of institutions and their relationship to the concept of correctional treatment

6.2 Describe the negative factors of a detention facility experience which

impact correctional treatment, to include:

6.2.1 Overcrowding

6.2.2 Institutionalization (socialization)

6.2.3 Violence in institutions

6.2.4 Offender interpersonal relationships

6.3 Define the conflict between the total institution and correctional treatment

6.4 Describe the issues affecting rehabilitation

6.5 Describe institutional training options, to include:

6.5.1 Employment programs

6.5.2 Educational programs

6.5.3 Life skills programs

6.6 Define and describe institutional treatment programs, to include:

6.6.1 An analysis of successful treatment

6.6.2 Peer therapy

6.6.3 The concept of differential treatment

6.6.4 Age, appropriate behavior, and its relationship to treatment

6.6.5 Team approach to treatment programs

7. Community-Based Treatment of the Offender - After completing this module, the student will be able to:

7.1 Define the rationale for community-based corrections

7.2 Define and describe diversion programs (to include pre-trail diversion)

7.3 Define community-based treatment and describe community-based treatment programs, for example:

7.3.1 The residential center

7.3.2 Group home

7.3.3 Street programs

7.4 Define integrated community corrections and describe integrated community

corrections programs

7.5 Define and describe furlough

7.6 Define and describe work release and work furlough

7.7 Describe the future of community-based treatment

7.8 Describe and define probation and parole

7.9 Define and describe community-based treatment programs, to include:

7.9.1 An analysis of successful treatment

7.9.2 Peer therapy

7.9.3 The concept of differential treatment

7.9.4 Age, appropriate behavior, and its relationship to treatment

8. Special Treatment Programs - After completing this module, the student will be able to:

8.1 Define and describe the theory behind the implementation of substance abuse programs, to include:

8.1.1 The relationship between substance abuse and criminality

8.1.2 The substance abuser's right to treatment

8.1.3 Treatment for substance abuse

8.2 Define and describe sexual pathology, to include:

8.2.1 Treatment of the sex offender

8.3 Define and describe the personality and character disorders, to include:

8.3.1 Treatment procedures for the psychopath/sociopath

FIELD EXPERIENCES

INVENTORY OF MINIMUM COMPETENCIES

SEPTEMBER 1980

CONTENTS

1. Before Beginning the Field Experience. 1
2. During the Field Experience. 1
3. After Completing the Field Experience. 2
4. Agency/Instructor Communication. 2

Field Experiences for Corrections Majors

The following competencies are based upon the minimal concepts that are basic to the scope of this course. In no manner should these competencies be construed as providing the maximum knowledge to be gained by the student in completing this course.

1. Before beginning the Field Experience, the student must:
    - 1.1 Meet with the instructor to:
        - 1.1.1 Determine ground rules in relation to work hours, related class, records, and general working conditions
        - 1.1.2 Determine skill and knowledge objectives to be attained
        - 1.1.3 Determine performance evaluation method
2. During the Field Experience, the student may:
    - 2.1 Participate in:
        - 2.1.1 Security functions
        - 2.1.2 Treatment functions
        - 2.1.3 Recordkeeping functions
        - 2.1.4 Various other general and specific work functions that will upgrade knowledge and skills
        - 2.1.5 Hours and credits as perscribed by the local community college
        - 2.1.6 Regularly scheduled seminars with students who are also participating in Field Experiences in order to share:
            - 2.1.6.1 Learning experiences
            - 2.1.6.2 Information
            - 2.1.6.3 Problems
            - 2.1.6.4 Solutions to problems
        - 2.1.7 Individual conferences with the instructor to evaluate progress in relation to pre-established objectives
3. After completing the Field Experience, the student will be able to:

3.1 Demonstrate a knowledge of:

3.1.1 The policies and procedures of the agency involved

3.1.2 The philosophy and purpose of the agency involved

3.1.3 The organizational structure of the agency involved

3.1.4 The clientele of the agency involved

4. Before, during, and after the Field Experience, both the agency and instructor have periodic communications concerning the role and a performance evaluation of the student

NOTE: 1. The Field Experience for students who are Corrections majors may include: Juvenile Probation Agencies, Adult Probation Agencies, Sheriff's Department, etc.

2. A final evaluation report must be sent to the instructor from the agency involved. Included in this report should be a verification of the student's clock-hours in attendance at the agency, as well as an evaluation of the student's performance.